

THE PLACE AND EFFECTIVENESS OF THE TRANSLATION METHOD IN LANGUAGE LEARNING

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Abstract: *The usefulness of the Translation approach in learning English was investigated by the researcher. This technique of instruction is employed in the study of foreign languages. People in Pakistan speak English as a second language. English is a required subject at educational institutions. It is taught in a variety of ways methods. The Translation Way is the most ancient method of language learning. As a result, in our country, it's a popular tool for learning foreign languages. The efficiency of this strategy is demonstrated in this publication. In this article, we will examine the role and effectiveness of the translation method in language learning.*

Keywords: *teaching methods, teaching English, grammar translation, effectiveness.*

Annotatsiya: *Ingliz tilini o'rganishda "Tarjima" yondashuvining foydaliligi tadqiqotchi tomonidan o'rganildi. Ushbu o'qitish usuli chet tillarini o'rganishda qo'llaniladi. Pokistondagi odamlar ingliz tilini ikkinchi til sifatida bilishadi. Ta'lim muassasalarida ingliz tili majburiy fan hisoblanadi. U turli usullar bilan o'rgatiladi. Tarjima usuli - til o'rganishning eng qadimiy usuli. Binobarin, mamlakatimizda bu chet tillarini o'rganishda ommabop vositaga aylandi. Ushbu strategiyaning samaradorligi ushbu nashrda ko'rsatilgan. Ushbu maqolada biz til o'rganishda tarjima usulining o'rni va samaradorligini ko'rib chiqamiz.*

Kalit so'zlar: *o'qitish usullari, ingliz tilini o'qitish, grammatika tarjimasi, samaradorlik.*

INTRODUCTION

The Grammar-Translation Approach is one of several methods used to teach a foreign language. Some of the benefits of this approach to teaching a foreign language were analyzed. In this method, students learn all there is to know about learning a language, except for the language itself Richards and Rogers. This suggests that, instead of learning the language by immersion, students first study and absorb grammatical rules and structures. It is advised that beginners of any language start by reading works published in the target language. This suggests that mastery of grammatical rules is essential for successful language learning and comprehension. Using this method, students primarily focus on reading and writing, while also making limited use of listening and speaking. Sentence repetition is the cornerstone of language learning. It is standard protocol to translate statements twice: once from the source language into the target language, and once back into the mother tongue. Increased fluency is the end outcome of this kind of teaching, which sets a premium on precision and emphasizes the learner's mastery of the content first and foremost. Teachers usually methodically present grammar Hedge. The first educator introduces the students to the vast grammatical canon and its myriad of rules and structures. The next step is to have them use the rules and templates you gave to translate the text from their local language into the target language. The majority of the lessons are taught to the youngsters by their respective instructors in their Mother tongue[1]. It's a style of teaching in which the teacher is the focal point and the pupils merely take notes and listen. Students are expected to act following their lecturers' directions Batstone.

METHODS

The use of a modified form of a classical technique for the goal of teaching pupils a second language may be traced back to the Ancient Greeks and Latin speakers. This method is commonly abbreviated as "GTM." Students can learn new grammatical concepts and put them into practice by translating from the target language into their first language. As a result, the GTM idea becomes rather simple to grasp. Later in their schooling, students may be required to perform tasks such as the word-by-word translation of lengthy passages. The strategy is effective because it does two things at once: it helps kids learn and grow intellectually by making it possible for them to understand and read the required content in their preferred language. It developed out

of the 16th-century habit of teaching Latin so that students could interact with one another. However, as the language is extinct, it is largely acknowledged as a topic explored in academic settings. All languages have grammatical structures. It has been postulated that if a language were to be compared to a building, the words would serve as the individual stones and the grammar as the foundation. You can't build a structure from scratch, no matter how many bricks you have on hand. Similarly, just because someone knows a lot of words in English doesn't indicate they're fluent in the language if they can't put them into a proper context. To rephrase, grammar is the system through which languages are defined.

RESULTS

Learning a "foreign" language in school was formerly considered on par with learning Latin or Greek in the Western educational system. It wasn't until lately that people started questioning whether or not Latin, which was once thought to boost intelligence via "mental gymnastics," should be required as part of a university curriculum. The term "Classical Method" refers to the traditional approach to teaching Latin. The focus of this approach is on learning and applying grammatical rules, memorizing vocabulary and a large number of declensions and conjugations, translating texts, and completing written assignments. It wasn't until the seventeenth and nineteenth centuries that schools began to provide language classes, and by the time they did, the Classical Method had already established itself as the standard approach. There was no emphasis placed on students' ability to communicate orally during language classes. After all, students were encouraged to acquire the skills necessary to be considered "scholarly" or, in some cases, to improve their reading comprehension in a foreign language, not to enhance their ability to communicate verbally or aurally[2]. Due to a lack of theoretical research on second language learning and reading competency development, teachers traditionally approached teaching a foreign language the same way they would any other subject area.

Throughout the nineteenth century, the "Classical Method" was known as the "Grammar Translation Method." The Grammar-Translation Approach was created in Germany, namely Prussia, around the close of the eighteenth century. After the proliferation of Prussian gymnasia in the early nineteenth century, this approach to education became the standard in the region. Since concepts like grammar and translation were already understood to be givens, it would be impossible to determine

whether or not an attempt was made to teach students a foreign language by these means. The initial motivation was reformist; before that time, students of a foreign language typically studied grammar and then used that knowledge to interpret texts with the aid of a dictionary. The new approach, on the other hand, centered on teaching students how to read in a foreign language by focusing on vocabulary. The great majority of them were highly educated men and women who had studied classical grammar and could effectively apply grammatical categories they had learned to unfamiliar language settings.

DISCUSSION

GTM places a premium on using proper grammar and constructing coherent sentences. Learning to read and write in English is crucial for every young learner of the language. Instructing students in these areas is beneficial. They can learn much more quickly than using a verbal teaching strategy since it allows them to cycle through many different phrases and vocabularies (i.e., many times for each kind of tense). The versatility of GTM in terms of language level acquisition is a testament to its utility, and its differences from other typical language learning techniques are noted. There is more than one way to learn a language; the classical technique, often called the "traditional method," is only one of them. It should come as no surprise that the severe mental fetter of the classical method prompted its development and that this development eventually led to G T M. It really shouldn't have come as a shock. In contrast, the romantic style of writing focuses more on the choice of words than on the development of the story or characters. The Romantic Movement emphasized a more natural style of writing as part of its fundamental "Return to Nature" idea. In a similar vein, the natural approach prioritizes the baby's innate curiosity and motivation to learn the language. Therefore, the ability to speak the target language should be taught and learned first, followed by the ability to read and write the target language[3]. The study's author concluded that the Grammar Translation approach is highly effective for college students learning English as a second or even third language. The researcher arrived at this verdict after collecting student feedback on the Grammar Translation Method for teaching English. Therefore, according to the arguments of the generativist school of thinking, the brain's hardwired mechanism for learning a language's grammar becomes less active while learning a third language. In some cases, grammatical principles and translation

may facilitate easier and more fruitful education. The researcher has also noted that it is challenging for students to learn English using other modern techniques, such as the direct method or the audio-lingual approach because GTM helps them grasp the topics offered in the textbooks in their home language. This is because they reside in a region with few other English speakers. By comparing and contrasting the frameworks of L1 and L2, they gain a thorough understanding of the ideas. The GTM allowed the pupils an entry point into the English-speaking world.

CONCLUSION

The goal of this research is to determine if the Grammar Translation Method is an effective strategy for teaching English in academic settings. Students have the idea that it is easy to understand the fundamentals and that they can easily communicate with their teachers. If we want to keep an open door for students from all walks of life, especially in undeveloped places, we need to use GTM with other modern teaching methodologies. In such areas, English language instruction often begins in the sixth grade. Considering its benefits, the GTM might be a useful resource for navigating the English-speaking world.

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